



A word cloud for the Florida Department of Education's Strategic Plan 2015-2020. The words are arranged in a circular pattern around a central logo. The logo depicts a sun rising over a path that leads to a graduation cap. The words are in various sizes and colors (blue, yellow, and white). The words include: leadership, students, school improvement, relationships, areas of focus, instruction, growth, learning, vision, success, teaching, striving, achievement, resources, supportive environment, collaboration, strategic planning, needs assessment, family and community involvement, mission, Florida, college and career, and ambitious.

2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To provide students with state-of-the-art educational opportunities to gain the knowledge and skills necessary to succeed academically and personally using a technological environment that creates flexibility for time, space, access, and support.

Provide the school's vision statement

To expand, improve and innovate educational pathways that lead to success for all students in a 21st-century, globalized and technology-rich world.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Deborah Camilleri

deborah_camilleri@scps.k12.fl.us

Position Title

Principal | Seminole County Virtual School

Job Duties and Responsibilities

The principal of Seminole County Virtual School holds a pivotal role in ensuring the overall educational and administrative success of the institution. Their primary duties encompass providing visionary leadership to foster a positive school culture conducive to learning and personal development. They oversee the implementation of curriculum standards, ensuring alignment with educational goals and state regulations. Principals manage day-to-day operations, including staffing, budgeting, and facilities management, while also cultivating strong relationships with students,

parents, and the broader community. They are responsible for maintaining a safe and inclusive environment where all students can thrive academically, socially, and emotionally, and they often serve as the final authority in disciplinary matters and student welfare issues. Additionally, Dr. Camilleri plays a crucial role in professional development for faculty and staff, promoting continuous improvement and innovation in teaching practices to enhance student outcomes.

Leadership Team Member #2

Employee's Name

Courtney Kavanaugh

courtney_kavanaugh@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Courtney Kavanaugh plays a multifaceted role supporting the principal in various administrative tasks and student-centered initiatives. She is pivotal in coordinating programs for Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL), ensuring compliance with state and federal regulations. She collaborates on Multi-Tiered System of Supports (MTSS) to provide targeted interventions for students needing academic or behavioral support. Additionally, they may oversee virtual operations, managing technology integration and online learning platforms. Courtney oversees High School, Full-Time Equivalent (FTE) student counts, coordinating summer school programs, and supporting department chairs in curriculum development and teacher evaluations.

Leadership Team Member #3

Employee's Name

Dr. Michelle Backel

michelle_backel@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Dr. Michelle Backel holds a diverse range of responsibilities aimed at supporting the principal in ensuring the effective operation and educational advancement of SCVS. She oversees elementary school operations, focusing on curriculum alignment, student welfare, and fostering a positive learning environment. She plays a crucial role in Career and Technical Education (CTE) programs, including managing the Hospitality and Tourism program, coordinating partnerships with industry stakeholders, and facilitating internship opportunities for students. She manages summer school

programs, ensuring academic continuity and support for students needing additional instruction. She also oversee graduation ceremonies, coordinating logistics, and ensuring compliance with graduation requirements. She manages contracts related to instructional materials, services, and vendors, and cultivate relationships with business partners to enhance educational opportunities and resources for students.

Leadership Team Member #4

Employee's Name

Patricia Horel

horelpa@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Patricia Horel plays a crucial role in ensuring the smooth operation and compliance of various administrative functions within SCVS. She oversee the logistics and administration of state testing, ensuring adherence to testing schedules, distribution of materials, and proper implementation of testing protocols. Additionally, the school manager coordinates Career and Technical Education (CTE) testing, managing registration, logistics, and reporting of results. She facilitates School Advisory Council (SAC) meetings, supporting parent and community involvement in school governance and decision-making processes. She also administers surveys to gather feedback from students, parents, and staff on various aspects of school life, using data to inform strategic planning and improvement initiatives. Their role is pivotal in maintaining organizational efficiency and supporting the overall educational mission of the school

Leadership Team Member #5

Employee's Name

Amanda Fogel

amanda_fogel@scps.k12.fl.us

Position Title

Dean of Students

Job Duties and Responsibilities

As the Dean of Students, responsibilities encompass a variety of critical functions aimed at fostering a safe and supportive learning environment. Managing campus scheduling ensures smooth operation of daily activities, including classes, events, and extracurricular programs. They oversee Intensive Reading and Math programs, coordinating interventions to support student academic success. Safety

and security protocols fall under their purview, ensuring the physical well-being of students and staff. The Dean of Students also oversees facilities management to maintain a conducive learning environment. They coordinate mental health initiatives, providing resources and support for students' emotional well-being. Additionally, they may supervise student ambassadors, fostering leadership and community engagement among the student body.

Leadership Team Member #6

Employee's Name

Courtney Sandoval

courtney_sandoval@scps.k12.fl.us

Position Title

Educational Technology Facilitator (ETF)

Job Duties and Responsibilities

Technology Facilitators offer technical assistance to staff and students, addressing hardware and software issues promptly. They provide ongoing training and support to teachers, facilitating professional development in technology integration and instructional tools. Managing the SCVS website and platforms like Skyward and Grade Guardian, they ensure accurate information dissemination and data management, supporting administrative processes and enhancing communication within the school community.

Leadership Team Member #7

Employee's Name

Robin Brown

robin_brown@scps.k12.fl.us

Position Title

Reading Specialist

Job Duties and Responsibilities

SCVS's reading specialist is responsible for supporting students' literacy development by assessing reading abilities, identifying learning challenges, and providing targeted instruction to improve reading skills. They work closely with teachers to develop and implement effective reading strategies and interventions, often conducting small group or one-on-one sessions with struggling readers. Reading specialists also analyze assessment data, monitor student progress, and help design school-wide literacy programs. Additionally, they serve as a resource for professional development, guiding staff on best practices in reading instruction and supporting curriculum alignment with state standards.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We engaged stakeholders (School Leadership Team, Teachers, Staff, Parents, Students and community leaders) by conducting monthly meetings to gather information needed to make improvements. We used surveys to gather input from all stakeholders. We identified areas of concern and reviewed all input received. A final draft of our SIP will be proved to parents, students and community members at the beginning of the school year.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Monitoring the School Improvement Plan (SIP) for effective implementation and its impact on student achievement, especially for students with the greatest achievement gap, involves a structured approach to assessment, feedback, and continuous improvement. We will continue to analyze data on student achievement on progress monitoring tests and review student pacing to be sure all students are successfully completing their online classes using pacing guides.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	26.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	3	1	5	4	5	13	10	17	23	81
Absent 10% or more school days	0	0	0	0	0	0	1	0	1	2
One or more suspensions	0	0	0	0	0	0	0	0	1	1
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	1	0	1
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	8	16	20	20	64
Absent 10% or more school days	0	0	2	2	4
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0
Course failure in Math	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0
Level 1 on statewide Algebra assessment	0	0	0	0	0

Current Year (2025-26)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	0	0	0	0	0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	82	73	61	82	72	58	75	66	53
Grade 3 ELA Achievement		78	62	93	75	59	91	66	56
ELA Learning Gains	67	66	61	74	67	59			
ELA Lowest 25th Percentile	64	60	55	65	62	54			
Math Achievement*	73	74	62	69	73	59	65	67	55
Math Learning Gains	53	65	60	51	69	61			
Math Lowest 25th Percentile	41	56	53	46	65	56			
Science Achievement	76	69	57	73	60	54	66	61	52
Social Studies Achievement*	77	80	74	84	88	72	75	78	68
Graduation Rate	89	75	72	84	72	71	83	71	74
Middle School Acceleration	68	87	75	69	79	71	41	76	70
College and Career Acceleration	38	38	56	36	35	54	36	35	53
Progress of ELLs in Achieving English Language Proficiency (ELP)		82	61		73	59		60	55

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	728
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	89%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
66%	69%	67%	55%	62%		71%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	64%	No		
Hispanic Students	72%	No		
White Students	66%	No		
Economically Disadvantaged Students	62%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	82%		67%	64%	73%	53%	41%	76%	77%	68%	89%	38%	
Students With Disabilities	67%		60%		67%	60%							
Hispanic Students	81%		74%		73%	67%	50%	76%	85%				
White Students	80%		59%	50%	75%	46%		79%	69%	67%	93%	39%	
Economically Disadvantaged Students	72%		63%		69%	52%		58%			83%	40%	

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	82%	93%	74%	65%	69%	51%	46%	73%	84%	69%	84%	36%	
Students With Disabilities	57%		62%		38%	33%			54%				
Black/African American Students	62%		55%		50%	20%							
Hispanic Students	88%		80%		60%	56%		63%	85%		93%	15%	
White Students	80%		72%	50%	75%	56%		79%	84%	67%	86%	47%	
Economically Disadvantaged Students	63%		61%		52%	48%		64%	75%		60%	25%	

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2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	75%	91%			65%			66%	75%	41%	83%	36%	
Students With Disabilities	64%				52%			62%			67%		
Asian Students	93%				69%								
Black/African American Students	77%				55%						86%	33%	
Hispanic Students	63%				65%			61%	77%		82%	48%	
White Students	82%				66%			68%	78%	47%	82%	35%	
Economically Disadvantaged Students	73%				45%			53%	67%		78%	43%	

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	79%	65%	14%	58%	21%
ELA	4	91%	67%	24%	56%	35%
ELA	6	93%	66%	27%	60%	33%
ELA	7	85%	63%	22%	57%	28%
ELA	8	77%	62%	15%	55%	22%
ELA	9	76%	63%	13%	56%	20%
Math	6	73%	71%	2%	60%	13%
Math	7	70%	72%	-2%	50%	20%
Math	8	70%	33%	37%	57%	13%
Science	8	56%	61%	-5%	49%	7%
Civics		71%	76%	-5%	71%	0%
Biology		88%	71%	17%	71%	17%
Algebra		67%	61%	6%	54%	13%
Geometry		71%	60%	11%	54%	17%
History		79%	76%	3%	71%	8%
ELA	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
History						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Science achievement, with a 4-percentage-point increase from the previous year. To support this growth, the school implemented targeted instructional strategies, including increased integration of science vocabulary and reading comprehension within lessons, and regular progress monitoring to inform instruction. Additionally, teachers participated in professional development focused on aligning instruction with state standards and incorporating data-driven interventions to address student learning gaps. .

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was College and Career Acceleration. A key contributing factor to last year's low performance was limited student participation in advanced coursework opportunities, such as dual enrollment, Advanced Placement (AP), and industry certification programs. Additionally, a lack of awareness among students and families about available acceleration pathways may have impacted enrollment and success rates. A review of previous years' data reveals a consistent trend of underutilization in this area, highlighting the need for increased outreach, academic advising, and support systems to encourage student engagement in college and career readiness initiatives.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was Social Studies achievement, which decreased by 8 percentage points. Several factors contributed to this decline, including limited instructional time dedicated to Social Studies due to a stronger focus on tested core subjects like ELA and Math. Additionally, there were gaps in content coverage and pacing, as well as reduced emphasis on critical thinking and document-based questioning skills that are essential for success in Social Studies assessments.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Since the 7th grade Civics EOC test scores matched the state average, there is no gap for this data component when compared to the state.

Because performance is aligned with the state, contributing factors likely include:

- Effective instructional practices supporting student learning, and
- Comparable resources and assessment preparation to those provided statewide.

Trend: Maintaining alignment with the state suggests stable performance. However, this also indicates an opportunity to implement targeted strategies to move from meeting to exceeding the state average in future assessments.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data from Part I, two potential areas of concern are College and Career Acceleration and student learning gains. The data indicates that a low percentage of students are participating in or successfully completing acceleration opportunities such as Advanced Placement, dual enrollment, or industry certification programs. Additionally, inconsistent learning gains, particularly among the lowest-performing students, suggest that current interventions may not be effectively closing achievement gaps. These areas highlight the need for more targeted supports, increased access to rigorous coursework, and strategic progress monitoring to promote college and career readiness.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Highest Priorities:

1. Improving Lower Quartile Learning Gains in Math
2. Increasing overall achievement in Social Studies
3. Expanding College and Career Acceleration opportunities
4. Enhancing student engagement to support academic growth across all content areas

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The identified area of focus for grades 9–12 is improving student achievement in college and career readiness, as data from the prior year revealed a low proficiency rate of 38%. This performance level indicates that a significant portion of students are not meeting grade-level expectations, which directly impacts their preparedness for postsecondary opportunities and overall academic success.

The rationale for selecting this area stems from a comprehensive review of assessment data, which highlighted this low performance as a critical barrier to student learning and growth. Addressing this need is essential to closing achievement gaps, increasing graduation readiness, and ensuring that students are equipped with the knowledge and skills necessary to succeed beyond high school.

Focused interventions and targeted instructional strategies will be implemented to support measurable improvement in this area.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior Year Data: In 2024, only 38% of students in grades 9–12 successfully completed a college career readiness course for acceleration.

Measurable Outcome: By the end of the 2025 school year, the percentage of students scoring at or above proficiency in college and career readiness will increase to 60%, as measured by the end of the year certification tests.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To ensure successful implementation and impact of this Area of Focus, guidance counselors will play a central role in monitoring student progress. Counselors will schedule all students in grades 9–12 who require acceleration credit into appropriate courses aligned with certified exams. They will track

enrollment, course completion, and exam outcomes to ensure students remain on pace to meet acceleration requirements.

Additionally, counselors will regularly update and maintain acceleration documentation, recording progress and verifying when students have earned the necessary credits. This systematic monitoring process will provide timely data to inform interventions and support efforts to achieve the targeted measurable outcome.

Person responsible for monitoring outcome

Michelle Backel

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To improve student achievement and increase the percentage of students earning acceleration credit, the school will implement the following evidence-based interventions for grades 9–12: Targeted Credit Acceleration Program: Students needing acceleration credit will be enrolled in courses aligned with state-approved, standards-based curricula and certification exams. Research shows that structured acceleration programs improve student engagement, mastery of content, and graduation rates.

Rationale:

These evidence-based practices, combined with ongoing monitoring, will ensure that interventions directly support the measurable outcomes identified for acceleration credit.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Acceleration Credit

Person Monitoring:

Guidance Counselors

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Guidance counselors will provide one-on-one academic planning sessions to ensure students understand their credit requirements, available acceleration opportunities, and the supports available to help them succeed. Studies demonstrate that personalized academic advising positively impacts credit recovery and college readiness.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The identified Area of Focus for grades 9–10 is to **increase math learning gains for students in the lowest quartile**. Last year's data showed that only **41%** of students in this subgroup demonstrated learning gains in mathematics. This indicates that a significant portion of our most academically vulnerable students are not making adequate progress, which directly impacts their ability to master grade-level standards and succeed in advanced coursework.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

- Prior Year Data: In the 2024 school year, 41% of students in the lowest quartile demonstrated learning gains in mathematics, as measured by the state assessment.
- Specific Measurable Outcome: By the end of the 2025 school year, the percentage of lowest quartile students demonstrating learning gains in mathematics will increase to 45%, as measured by the state assessment.

This objective, data-based target reflects a focused effort to improve academic growth among the school's most at-risk learners.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Math Department Chair will hold on-campus support for our lowest quartile students bi-monthly. Classroom data and teacher observations will be used to target instructional support for these on-campus support times.

Person responsible for monitoring outcome

Classroom Teacher

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Finally, the PM3 and PM2 data from the current year will be analyzed to determine what skills/benchmarks were most frequently missed on PM3. Teachers will use this data to create supplemental resources for their classrooms.

Rationale:

To address the identified gap in mathematics learning gains among lowest quartile students, the school will implement targeted, evidence-based interventions proven to accelerate student growth in math. The selection of these interventions is grounded in research demonstrating that intensive, data-driven instruction and personalized support can significantly improve outcomes for struggling learners.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PLC Foundational Math Teachers, Standard Level Teachers, Math Department Chair, and Support Facilitator

Person Monitoring:

Classroom Teacher

By When/Frequency:

Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Math Department Chair will hold on-campus support for our lowest quartile students bi-monthly. Classroom data and teacher observations will be used to target instructional support for these on-campus support times.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The identified Area of Focus for grades 11 is to increase U.S. History proficiency for students with disabilities. In the 2024 school year, only 50% of students with disabilities achieved proficiency on the U.S. History End-of-Course (EOC) assessment. This proficiency rate is significantly below expectations and indicates that many students in this subgroup are not mastering the required

historical content and analytical skills.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

This focus was identified as a crucial need through a review of prior year data, which revealed that students with disabilities consistently performed below their peers in U.S. History. Addressing this gap through targeted instructional strategies and supports is necessary to ensure equity, close achievement gaps, and help more students reach proficiency. The school's goal is to increase the proficiency rate for this subgroup from 50% to 58% in the upcoming school year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers will use the historical data to determine areas of focus/standards that were most greatly missed by our students with disabilities in order to inform their Boost Camps and create supplemental materials to be used in their classrooms.

Person responsible for monitoring outcome

US History Teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will participate in a PLC with our support facilitators and Foundational reading teachers to monitor student classroom data and teacher observations at least once per quarter. Support Facilitators will incorporate areas of focus/standards from US History in their support facilitation of students during reading/ELA/Learning Strategies.

Rationale:

Improving U.S. History proficiency for students with disabilities is essential because it strengthens their understanding of critical historical concepts, promotes higher-level thinking skills, and supports success in other academic areas. Additionally, proficiency in this subject contributes to overall school accountability measures.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Increase US History Proficiency

Person Monitoring:

History and ELA classroom teachers

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Quarterly PLC Collaboration: U.S. History teachers will participate in Professional Learning Communities (PLCs) with support facilitators and foundational reading teachers at least once per quarter. During these meetings, teachers will review classroom performance data, analyze assessment results, and discuss teacher observations to identify instructional adjustments and targeted interventions for students with disabilities. Support facilitators will intentionally incorporate U.S. History standards and identified areas of focus into their instruction during reading, ELA, and Learning Strategies classes. This cross-curricular approach ensures students receive consistent reinforcement of key concepts and skills in multiple instructional settings, increasing their opportunity to master content and improve proficiency. These coordinated actions will strengthen instructional practices, provide targeted support, and directly contribute to the goal of increasing U.S. History proficiency for students with disabilities from 50% to 58%.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The identified Area of Focus for grades 9–10 is to increase Biology proficiency for students with disabilities. During the 2024 school year, only 50% of students with disabilities achieved proficiency on the Biology End-of-Course (EOC) assessment. This performance level indicates that half of the students in this subgroup are not meeting the state standards for Biology, which limits their understanding of key scientific concepts and reduces their readiness for future science coursework.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior Year Data: In the 2024 school year, 50% of students with disabilities achieved proficiency on the Biology End-of-Course (EOC) assessment.

Specific Measurable Outcome: By the end of the 2025 school year, the percentage of students with disabilities achieving proficiency on the Biology EOC assessment will increase to 58%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers will use the historical data to determine areas of focus/standards that were most greatly missed by our students with disabilities in order to inform their Boost Camps and create supplemental materials to be used in their classrooms

Person responsible for monitoring outcome

Biology Classroom Teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will participate in a PLC with our support facilitators and Foundational reading teachers to monitor student classroom data and teacher observations at least once per quarter. Support Facilitators will incorporate areas of focus/standards from Biology in their support facilitation of students during reading/ELA/Learning Strategies.

Rationale:

To improve Biology proficiency for students with disabilities, the school will implement collaborative and targeted instructional practices supported by research on effective interventions for struggling learners

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Biology PLC collaboration

Person Monitoring:

Biology Teachers

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Regular Professional Learning Community (PLC) meetings allow Biology teachers, support facilitators, and foundational reading teachers to analyze classroom data, review teacher observations, and identify specific instructional needs. Research supports PLCs as an effective method for improving instructional practices and student outcomes through data-driven decision-making and collaborative problem-solving.

IV. Positive Learning Environment

Area of Focus #1

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00